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ABSTRACT

This handbook contains a competency-based curriculum for teaching marketing education in Alaska. The handbook is organized in seven sections. Section 1 introduces the competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of marketing education competencies. Section 3, the core of the curriculum, includes the competencies and tasks for marketing education. Its three parts cover basic marketing (employability skills, communications, human relations, business mathematics), intermediate marketing (economics, marketing), and applied marketing (business operations, merchandising, customer service, salesmanship, store/business management, display merchandising, advertising). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists resources and materials available from a variety of sources in Alaska and throughout the country. (KC)

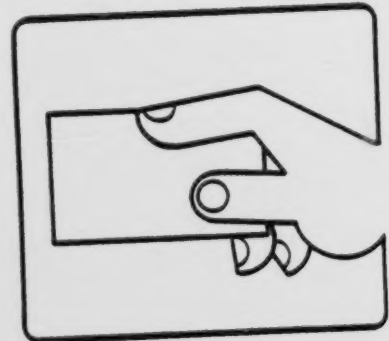
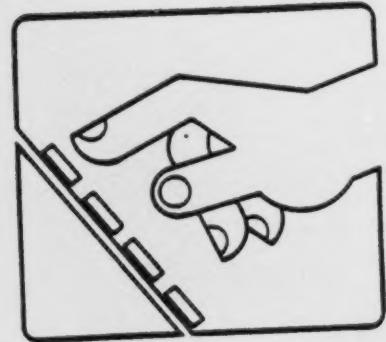
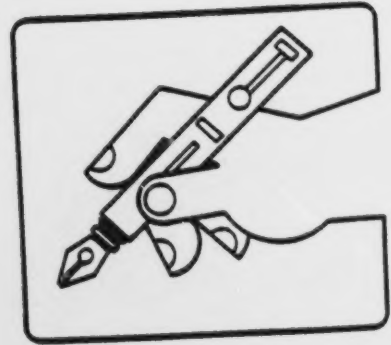
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MARKETING EDUCATION CURRICULUM

Bill Sheffield, Governor

Developed by the. . .

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall L. Lind, Commissioner

Gerald D. Hiley, Director for Vocational
Education

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Forward

The dictionary defines a market as "a gathering of people for buying and selling". As such, marketing deals with buying and selling. One consistently reads news reports that the American economy is fast becoming a service economy. In fact, in a time of declining oil revenues, it is the strong service economies in the United States which are remaining strong. Alaska's galloping tourist industry and retail trade services are expected to become one of the largest sources of employment in the State. "Growth in Alaska's population combined with increasing per capita income will result in an even larger number of businesses that provide goods and services." (Alaska Planning Information, Alaska Department of Labor, February 1986).

This handbook is a competency-based curriculum. The competencies and identified units basically came from those utilized in other states. Surveys/competency lists were distributed to Alaskan employers/employees from Nerland's Home Furnishings in Anchorage to Polar Jewellery in Nome, to Aleutian Photography in Dutch Harbor to KINY Radio in Juneau. From the completed competency lists, competencies were ranked in order of importance and tasks were written, outlining the general scope of the competencies. During two audioconferences, educators from around the state provided input for completing the draft. A task force of three educators convened to review the handbook.

The handbook is organized in seven sections:

Section I presents an introduction to competency-based curriculum. The role of vocational instructors in curriculum planning, implementation and evaluation is also included.

Section II provides the scope and sequence and hierarchy of marketing education competencies.

Section III is the core of the curriculum, it includes the competencies and tasks for marketing education.

Section IV contains course descriptions to assist school districts in developing their vocational programs.

Section V contains the curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses.

Section VI contains a sample skills card to be used in evaluating competency completion by students.

Section VII lists information on resources and specific materials available from a variety of sources in Alaska and throughout the country.

It is recommended that all students participate in career awareness and exploration experiences to help them understand the connection between school and work and make career plans.

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Special appreciation is expressed to Richard Steele and Carin Smolin of the South East Regional Resource Center who coordinated the preparation and completion of this handbook, and to Twyla Coughlin, Associate Director of the South East Regional Resource Center who administered this project.

This handbook reflects the competencies needed for entry-level employment because of the input of Alaskan business professionals. Thanks and recognition go to the following technical committee members for their patience and cooperation:

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A task force of Alaskan educators helped to define the units, competencies, and tasks. The task force participated in two audioconferences and reviewed drafts mailed to them. The following individuals on the Marketing Education Curriculum Task Force provided guidance and expertise during one or both audioconferences:

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Karen Ryals
Assistant Administrator for Vocational Education
Office of Adult and Vocational Education
Alaska Department of Education
June 1986

Introduction to Competency-Based Curriculum

Competency-Based Curriculum

Vocational education should be directed toward the skills, knowledge, and attitudes needed for successful employment. Changes in technology are affecting the job requirements in marketing. Such changes require marketing educators to continually update their curriculum in order to prepare students for competition in the job market.

An effective method for delivering vocational education is through a competency-based curriculum. This curriculum is based on a task analysis of the key occupations in marketing. Once a competency-based curriculum is set in place, student performance must be measured on levels of proficiency in those competencies. Thus, the critical features of competency-based education are:

- 1) validating competencies to be included in the curriculum; and
- 2) evaluation of student competency levels.

This curriculum handbook sets direction for local curriculum developers. It provides a framework for developing courses of study and lesson plans in local schools.

Curriculum Based On Competencies

Competence refers to the adequate performance of a task. The task may be evaluated according to the performance or process, the product, or both.

Competency-Based Vocational Education consists of programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials define the competencies the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms.

The competency process utilizes a checklist of attitudes, knowledge and skills that are commonly needed by entry level employees in marketing occupations. In developing this curriculum handbook, a cross-section of business people were asked to respond to the checklist on the basis of needs within their own establishments. The checklists were tallied and summarized to determine which attitudes, knowledge and skills were common to firms in Alaska. Also, the competencies in each area were ranked as to decreasing importance.

Student Performance Assessment

A curriculum becomes competency-based when students are assessed on the basis of their competence. Sample skill cards are provided in this guide for teachers who wish to use them in assessing the competency levels of their students. The card has four levels of proficiency which allow continued development of skills. The card can be used to monitor students' progress as they move between marketing classes, between teachers and grade levels and between school and work. The completed skills card is an important part of a placement portfolio when students begin their job searches.

Curriculum Delivery Systems

Vocational Student Leadership Organizations

Some of the competencies in this curriculum guide cannot be fully met in traditional classroom and office lab settings. The Distributive Education Clubs of America (DECA) is a delivery system which can be integrated into the regular school program. Human relations skills as well as business skills will be enhanced by student participation in DECA. Competitive events including computation and communications, selling and job interview contests help motivate students to higher levels of proficiency. DECA activities should complement instruction in the marketing classroom and lab. They should be integrated as a curriculum delivery system and not allowed to become an extracurricular activity.

Cooperative Work Experience

Some of the competencies identified in this guide cannot be fully developed at a school site. A work station in the community offers realistic experiences in fulfilling the program goals in career development and human relations. Cooperative Work Experience offers an excellent vehicle for the delivery of instruction. With well developed training plans, teachers and employers can cooperate to prepare students for employment. Cooperative Work Experience extends the instructional program beyond the availability of equipment and instructor time at the local school. Teachers and employers must maintain regular communications to assure that students are receiving a high quality experience.

The Rural Student Vocational Program (RSVP) provides a two week fulltime work experience for students from rural areas where job stations are limited or non-existent.

The Job Training Partnership Act (JTPA) provides on-the-job experience to disadvantaged youth in both urban and rural areas.

Role of Instructor in Curriculum Planning, Implementation and Evaluation

The vocational instructor fulfills many roles which include the following responsibilities:

- Prepares a written vocational program plan.
- Develops and maintains a written program philosophy with objectives that support the philosophy.
- Maintains a written list of competencies identified as needed for the program area.
- Devises and maintains a classroom management system for implementing the curriculum materials provided for the program area.
- Evaluates the curriculum content periodically to determine curriculum changes and update. This includes the involvement of the students (present and former), advisory committee members, and other personnel.
- Blocks units of instruction and plans lesson plans based on the competencies of the occupation.
- Provides appropriate instructional materials, supplies, and equipment for the students to use.
- Reviews the instructional materials to assure that they are free from sex bias and sex role stereotyping.
- Works with an advisory committee.
- Assists and/or serves as an advisor to the appropriate student organization related to the vocational program area.
- Plans and arranges an appropriate classroom learning environment. This involves assisting students of different abilities to work at their own pace and in cases where remedial instruction is needed, securing additional help for those students.
- Reinforces basic skills of reading, communication (written & oral) and computation through vocational education experiences.
- Helps determine what objective(s) should be established for handicapped students as a part of the individual educational plan (IEP) development.
- Uses a grading procedure that is made available to all students at the beginning of their training.
- Sets an example for grooming and dress that is generally found in the occupational area in business or industry to enable students to establish appropriate standards.

Benefits of the Competency-Based Curriculum

Competency-based vocational education offers several benefits to students:

1. The competencies/tasks are directed to the student and provide measurable criteria for determining when the student has acquired the necessary knowledge and skills.
2. Students receive realistic training for the job. They become competent in tasks that are relevant to the occupation.
3. Students know what is expected of them throughout the course. The competencies are made available to them at the onset. They know what they will be doing and how well it must be done.
4. Each student is individually responsible for completing each competency attempted in the curriculum.
5. Students are not compared with other students in their accomplishments because each is expected to work according to his/her individual capabilities and learning style. Because of the various evaluation policies of different school systems, the ideal of not comparing students in determining grades is not always possible. However, the basic thrust of the competency-based program is to evaluate each student according to his/her accomplishment of each task as he/she works up to individual capability.

II Program Development

Program Development

The format of this handbook was selected to aid administrators and teachers in concentrating on the skills of the job categories for which they are training. It will assist in selecting the array of courses and the delivery system which fit the school. This provides the flexibility of varying the course content to include the most valuable skills as appropriate for the scope and sequence. The primary importance is that students are able to secure the skills necessary for entry level employment. Schools can vary their delivery systems to maximize student opportunities by:

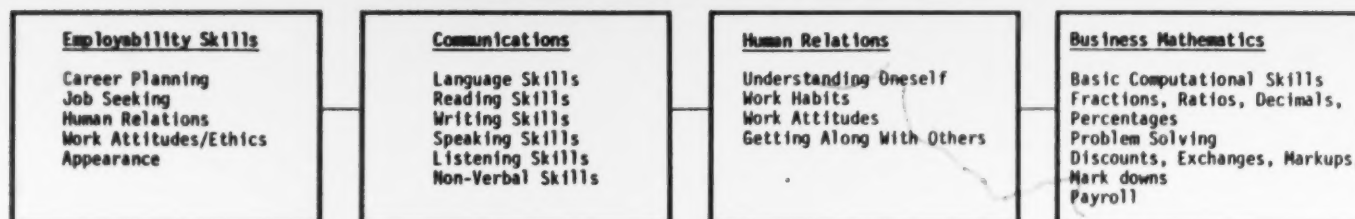
1. Offering courses on alternate years or other planned sequences
2. Offering two or more courses in the same class
3. Providing individualized materials and instruction

A matrix is included in this guide for use in planning the courses to be offered and the content of each course.

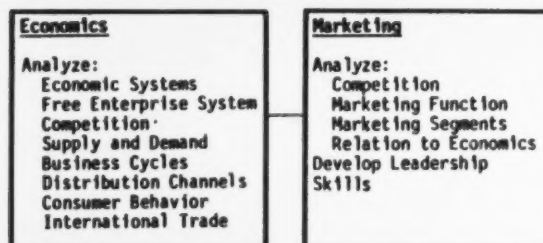
The following chart shows the hierarchy of marketing education competencies starting with basic competencies and detailing intermediate and applied competencies for marketing education.

Hierarchy of Marketing Education Competencies

Basic Marketing Education Competencies



Intermediate Marketing Education Competencies

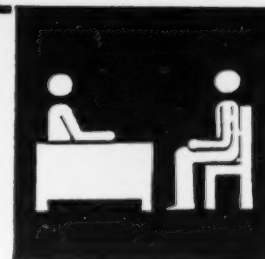


Applied Marketing Education Competencies



III Competencies and Tasks

Employability Skills



Competency: Identify career choices

Tasks: Conduct a self assessment:

- a. Assess values in relation to work
- b. Recognize skills and aptitudes
- c. Describe employment history and experience
- d. Describe obstacles to employment
- e. Use Alaska Career Information System and other career counseling systems and publications

Identify career clusters

- a. Know specific jobs within clusters and duties
- b. Describe apprenticeship programs

Explain the use of labor market information

- a. Describe the current local labor market
- b. Identify growth/demand occupations
- c. Relate career choices to local labor market

Select a career goal

- a. Know how skills could be used in other jobs
- b. Plan for career goal
- c. Develop specific steps to reach goal

Competency: Identify employment opportunities

Tasks: Identify requirements for job

Investigate educational and occupational opportunities

Locate resources for finding employment

Confer with prospective employers

Competency: Prepare a resume and job application

Tasks: Obtain a social security number

List:

- a. past and present work experience
- b. hobbies and interests
- c. community activities or memberships
- d. in-school activities or memberships
- e. awards, positions or club offices

Identify adult references including addresses and phone numbers
Write a cover letter of application



Competency: Prepare for an interview

Tasks: Explain how to contact an employer and schedule an interview
Describe questions and responses asked in an interview
Explain proper etiquette for an interview
Explain how to end an interview
Explain how to groom for an interview

Competency: Dress appropriately on the job

Tasks: Describe proper dress for working:

- a. as a cashier
- b. as a auto mechanic
- c. as a retail clerk
- d. in retail management
- e. as a sales representative

Describe the importance of a well-groomed appearance

Competency: Be reliable and dependable

Tasks: Maintain acceptable attendance records

Explain importance of being on time
Give timely notice of interruptions to work schedule
Demonstrate reliability
Follow rules of work site or training site

Competency: Identify the problem solving process

Tasks: Identify problems

- Get information about problems
- Analyze problems
- Develop alternative solutions
- Analyze alternatives
- Choose a course of action
- Persevere through obstacles



Competency: Identify personal responsibilities related to employment

Tasks: Compile adequate transportation sources

- List adequate child care alternatives
- Inventory independent living skills
- Develop personal finance plan
- Discuss employer's expectations regarding substance abuse

Competency: Maintain good health for effective job performance

Tasks: Relate regular exercise with good job performance

- Relate adequate rest and nutrition with good job performance
- Discuss the issue of smoking on the job
- Discuss the issue of drug abuse as it relates to job performance

Competency: Identify proper termination procedures

Tasks: Describe how to:

- a. Write a letter of termination
- b. Conduct an exit interview
- c. Write a letter of recommendation
- d. Request for advance notice
- e. Make final settlements (in regards to retirement, physical injury, social security, severance pay, etc.)

Competency: Identify employee rights and responsibilities

Tasks: Discuss state labor laws relating to compensation

Explain the use of tax forms

Explain the minimum wage and types of exempt businesses

Explain employee benefits, legal rights and responsibilities of the work place

Explain the role of unions, labor contracts and the grievance procedure

Discuss a sample company personnel policy

Competency: Use effective leadership skills

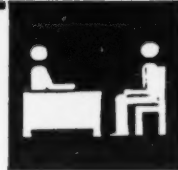
Tasks: Describe the Distributive Education Club of America (DECA) and how it teaches leadership skills:

- a. Participate in meetings according to rules of parliamentary procedure
- b. Function effectively on committees by accepting assigned responsibilities
- c. Plan and conduct effective group leadership activities
- d. Participate in society in a democratic way
- e. Be punctual and dependable
- f. Follow rules, standards, and policies
- g. Work cooperatively with others

Identify characteristics and responsibilities of leaders

Demonstrate characteristics and responsibilities of group members

Evaluate career options and employment opportunities



Communications



Competency: Follow verbal and written instructions

Tasks: Follow directions

Ask for clarification

Use listening skills

Review situations of poor communications

Explain the importance of reading directions when assembling and repairing merchandise

Competency: Keep sensitive communications confidential

Tasks: Explain the importance of confidentiality on certain types of jobs

Explain the type of information which a company needs to keep secret

Discuss the competitive atmosphere between companies

Define "information leaks"

Competency: Communicate effectively with customers, co-workers, and supervisors

Tasks: Discuss the course of action to bring problems to the attention of management

Explain the chain of command for a company

Discuss the value of being truthful to customers

Explain how to translate technical terms into customer's language

Follow company procedures for handling customer complaints

Identify common on-the-job co-worker problems

Explain the role of unions and the grievance procedure

Competency: Suggest improvements to management

Tasks: Identify situations where change is possible
Communicate changes effectively and tactfully
Follow established lines of communication



Competency: Use appropriate vocabulary in a product description

Tasks: Explain the importance of using specialized terms when describing a product
Describe terms associated with the product

Competency: Identify the role of communications technology in business

Tasks: Explain traditional methods of business communications
Explain the importance of the business letter
Discuss changes in business communications brought about by computer/electronic technology

Competency: Use effective business writing skills

Tasks: Explain characteristics of standard English for business
Use appropriate and specialized vocabulary
Write:
a. a letter of application
b. a standard business letter
c. an inter-office memo

Locate and correct errors in spelling, grammar and punctuation

Competency: Complete forms and reports

Tasks: Demonstrate how to complete forms concisely, correctly, neatly and legibly
Locate and correct errors in spelling, grammar and punctuation
Effectively fill out:
a. an employee injury report form
b. an employee leave slip
c. an employee insurance report form
d. a request for a loan

Competency: Give verbal presentations

Tasks: Differentiate between hard and soft selling techniques

Speak with:

- a. enthusiasm
- b. tempo
- c. clarity and distinction

Discuss the importance of:

- a. technical vocabulary
- b. appropriate gestures
- c. correct pronunciation and enunciation
- d. sufficient volume
- e. correct grammar

Competency: Use the telephone effectively

Tasks: Answer the telephone properly using:

- a. proper business identification and greeting
- b. a cheerful and enthusiastic voice
- c. clear and distinct speech
- d. a pleasant tone and pitch
- e. sufficient volume
- f. conviction and confidence
- g. the proper close

Identify inexpensive telephone rate periods

Name cost-saving telephone services

Practice a sales script which could be utilized to motivate a consumer to buy over the phone

Competency: Introduce people

Tasks: Pronounce names clearly and distinctly

Provide information about people being introduced

Maintain good eye contact during introductions

Follow business protocol

Competency: Conduct effective business meetings

Tasks: Identify main purposes for meetings

Use parliamentary procedure

Differentiate among technical language and commonly-understood language



Competency: Use the microcomputer

Tasks: Use a:

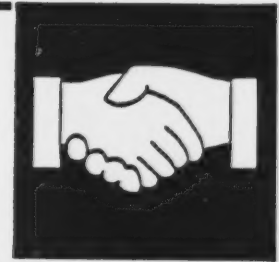
- a. word processing program
- b. computer spread sheet program

Enter information into spread sheet cells

Analyze information



Human Relations



Competency: Identify how human values affect behavior

Tasks: Define values

Explain how to clarify values such as:

- a. Prizing and cherishing
- b. Publicly affirming, when appropriate
- c. Choosing alternatives
- d. Choosing freely
- e. Acting
- f. Acting with a pattern, consistency, and repetition

Evaluate a belief and place a value on that belief

Assess personal values

Discuss how human and material things affect a person's values

Competency: Understand human motivation

Tasks: Explain the value of curiosity in learning situations

Discuss several human motivations including:

- a. The desire to finish a job
- b. Friendship
- c. Power
- d. Combinations of patterns

Discuss what motivates the student to do a good job and how to complete the job

Competency: Use self-directed behavior

Tasks: Clarify a situation through:

- a. interests
- b. abilities
- c. values

Explain why self-understanding is essential to good human relations

Define self-image

Discuss how to make a decision in a given situation

Competency: Identify personality traits

Tasks: Compile a list of positive and negative personality traits

Complete a personality inventory and analyze it

Analyze personality strengths and weaknesses



Competency: Make effective decisions

Tasks: List objectives for completion of a task

Arrange the objectives in a proper sequence

Establish a timeline for completing the objectives

Follow the timeline

Complete a flow chart

Explain how the flow chart displays:

- a. Options
- b. Steps needed to reach the goal
- c. Decisions the student will need to make

Competency: Demonstrate work maturity

Tasks: Describe the importance of openness to new situations on the job

Discuss the characteristics of the mature person:

- a. Self-acceptance
- b. Consideration and respect for others
- c. Self-control
- d. Positive thinking and attitudes
- e. Flexibility

Describe the importance of flexibility on the job

Name ways to develop and maintain good relationships on the job

Explain the difference between personal and job-related problems

Describe the importance of orderly and systematic behavior in a business

Describe the characteristics of good leadership

Competency: Maintain good personal relations

Tasks: Use positive attitudes with others

Accept supervision and criticism

Cooperate with others

Accept the chain of command



Competency: Be honest

Tasks: Define honesty and integrity

Explain what to do if another employee is seen stealing

Relate the role of individual employees to overall company performance

Competency: Work responsibly

Tasks: Explain the importance of being on time

Name ways to curb habitual tardiness

Develop a time management schedule

Describe the importance of employee neatness

Competency: Demonstrate initiative and productivity

Tasks: Explain importance of:

- a. Organizing time effectively
- b. Being responsible
- c. Caring about the quality of work

Discuss the value of constructive suggestions

Competency: Be assertive

Tasks: Differentiate among assertive, aggressive, and passive behavior

Discuss whom to go to for employee problems

Competency: Work constructively with employers, customers, and co-workers

Tasks: Explain how to resolve inter-office conflicts

Discuss the customer/employee relationship

Competency: Resolve conflicts



Tasks: Generate alternatives in solving a problem

Explain ways to judge information

Explain methods of collecting and classifying information

Discuss ways to interpret documents

Identify methods of group problem solving

Explain methods for determining trends

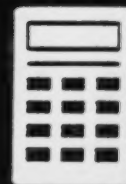
Competency: Respond to customer inquiries

Tasks: Describe questions a customer may ask

Discuss store policies

List traits that could be annoying to customers

Business Mathematics



Competency: Compute basic addition and subtraction

Tasks: Solve typical addition and subtraction problems

Add numbers with decimals with and without the calculator

Subtract numbers with decimals with and without the calculator

Use the cash register to add and subtract

Add sales tax to sales price

Competency: Compute basic multiplication and division

Tasks: Solve typical multiplication and division problems

Divide decimal numbers

Divide cost of article by number of units to compute unit price

Compute mailing cost giving weight of merchandise and postage rates

Multiply discount by total sales and deduct discount from sales

Use the formula of measurement to compute yardage

Use the calculator and/or cash register to multiply and divide

Competency: Perform basic mathematic computations with fractions

Tasks: Solve problems using fractions

Translate decimals and/or percents to fractions

Translate fractions to decimals and/or percents

Change mixed numbers to improper fractions and the reverse in business problems

Reduce fractions in business problems

Determine lowest common denominator (LCD) in business problems

Add, subtract, multiply and divide fractions in business problems

Competency: Calculate percentages

Tasks: Solve percentage problems

Convert fractions to percentages in business problems

Convert percentages to decimals in business problems

Use the calculator to compute percentages in business problems



Competency: Compute sales tax for items

Tasks: Calculate local tax (if any) for given items

Count the cash in the till

Add sales slips

Add paid out slips

Show how tax is recorded on the cash register

Competency: Make change

Tasks: Announce the total amount of sale to the customer

State the amount of cash given by the customer

Place cash on the change slab

Count change while removing money from cash drawer

Give the fewest number of coins

Count change out loud to the customer using the count-back method

Place money in cash drawer and close it

Thank customer

Demonstrate how the register is proven, over, or short

Use cash registers both with and without change indicators

Discuss the problem of "short change artists, split bill passers, till dippers" etc.

Discuss making change for Canadian money in U.S. currency according to current rate of exchange

Competency: Calculate markups and mark downs

Tasks: Explain the use of markups and mark downs

Compute markups and mark downs

Compare markups and mark downs in several businesses



Competency: Calculate discounts and exchange rates

Tasks: Explain the types of discounts:

- a. Cash discounts
- b. Trade discounts
- c. Quantity discounts
- d. Promotional
- e. Seasonal

Define cash discounts, trade discounts, and quantity discounts

Compute the above discounts with varying rates

Multiply rate of discount by volume of items discounted

Compute employee discounts

Competency: Compute salaries

Tasks: Complete a W-2 form

Compare the advantages and disadvantages of adding W-2 deductions

Fill out a time slip

Multiply hours by hourly wage

Compute a straight salary

Compute a straight commission

Compute a draw plus commission

Compute gross pay and net pay

Explain the paycheck stub and how each part is computed including:

- a. Gross pay
- b. Net pay
- c. Federal withholding
- d. State withholding
- e. Fringe benefits
- f. Other deductions

Discuss with whom to discuss check discrepancies

Competency: Apply mathematical concepts

Tasks: Determine mathematics ability through a pre-test on math concepts

Define metric terms, units, and symbols which relate to marketing occupations

Compute linear, area, volume, capacity, mass, and temperature calculations

Describe metric and American measurement instruments and tools which relate to marketing occupations

Discuss how math is used by marketing personnel (e.g. trainees, manufacturers, sales-support, service personnel in banks and credit bureaus, etc.)

Point out common errors in business math

Competency: Process customer returns

Tasks: Differentiate among exchange, cash refund, or credit charge on return

Complete the appropriate return form

Compute sales tax credit (if applicable)

Compute amount of refund, credit, or amount due



Economics



Competency: Analyze principles of economics

Tasks: Define gross national product

Map the GNP in recent times to identify economic trends

Discuss aspects of all economic systems

Contrast a planned economy with a free market economy

Discuss influences determining what should be produced

Discuss influences determining how a product should be produced and distributed

Explain the role of competition in the American economy

Explain the role of risk and profit in the American economy

Discuss the role of the consumer in the American economy

Diagram the flow of products from producer to final sale

Construct a business flow chart

Identify the effects of the Gross National Product Index (GNP) on local businesses

- a. Consumers
- b. Business firms
- c. Government

Recognize important economics activities

Explain how the State of Alaska obtains its revenues

Explain principles of Alaska's permanent fund

Discuss the establishment of Native corporations in the ANSCA act

Competency: Identify different economic systems

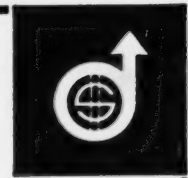
Tasks: Contrast market (free enterprise), direct, and traditional economies

Define free enterprise

Identify types of business ownership

Describe the:

- a. capitalistic economic system
- b. socialistic economic system
- c. the communistic economic system



Competency: Identify the elements of the free enterprise system

Tasks: Explain the concept of the marketplace

Identify "Horatio Alger stories" attributed to free enterprise

Identify major world free enterprise economies

Compare the free enterprise system to other economic systems

Discuss the following in terms of the free enterprise system:

- a. Freedom of choice
- b. Freedom of enterprise
- c. Freedom of occupational choice
- d. Freedom of competition
- e. Freedom to own property

Explain the key components of a modified free enterprise system

Competency: Identify the relationship between economics and marketing in our society

Tasks: Define marketing

Identify the "marketing concept" principle

Identify marketing's service function

Explain the importance of marketing to our economy

Define economics

Explain the four basic allocation questions of various economic systems:

- a. What goods and services shall be produced?
- b. How shall the goods and services be produced?
- c. How much can be produced?
- d. For whom should the goods and services be produced?

Define "goods" and "services" as they relate to our economy

Competency: Apply the principles of supply and demand in determining price



Tasks: Define "supply" and "demand"

Describe the interaction between supply and demand

Define market price

Describe a buyer's market

Describe a seller's market

Explain what happens when supply exceeds demand

Explain what happens when demand exceeds supply

Identify factors which influence supply and demand

Explain how supply and demand influence pricing in given scenarios

Give examples of cause and effect reasoning

Competency: Analyze consumer behavior patterns

Tasks: Describe the value of customer polls

Discuss careful shopping, impulse buying, convenience buying, and specialty buying

Describe consumer buying trends in the local village or community

Discuss Nielsen or other ratings as they relate to marketing

Competency: Identify effects of competition on buyers and sellers

Tasks: Define competition

Explain the importance of competition to the free enterprise system

Explain ways companies can compete with themselves by introducing new products

Explain effects of business competition

Discuss portions of the Sherman Anti-Trust Act affecting distribution

Discuss effects of the Clayton Act and other price regulatory legislation

Discuss U.S. patent laws protecting inventions and ideas

Competency: Analyze the ethics of various business practices

Tasks: Explain recent changes in business expense deductions

Explain how ethical behavior influences on-the-job conditions

Describe how to initiate and operate a price war

Discuss the effects of a business belittling a competitor

Discuss honesty in advertising

Competency: Identify business cycles

Tasks: Define business cycles

Identify phases of business cycles

Identify characteristics of business cycle phases

Competency: Understand the effects of market segmentation on selling or marketing

Tasks: Identify potential markets for a product

Identify problems involving market segmentation

Identify demographic characteristics for a market segment

Competency: Identify types of product utility

Tasks: Define product utility

Discuss the types of product utility including:

- a. Possession
- b. Form
- c. Place
- d. Price

Competency: Identify methods of establishing product quality

Tasks: Explain quality standards

Explain "quality control"

Describe methods for improving quality control

Describe methods of statistical quality control



Competency: Identify types and channels of distribution systems

Tasks: Define "channel of distribution"

Identify types of distribution

Identify functions of channel intermediaries

Define integrated distribution

Explain local, state and national distribution systems

Competency: Appraise business risks

Tasks: Define business risks including:

- a. economic
- b. natural
- c. human

Identify ways businesses can reduce risks

Identify ways in which sound management can reduce risks

Identify insurable risks and uninsurable risks

Explain the purpose of insurance

Contrast blue chip stocks with high-risk stocks

Give examples of blue chip and high-risk stocks

Competency: Identify resources on economic information

Tasks: Explain the type of information found in the Wall Street Journal, Alaska Magazine, Alaska Department of Labor reports, etc.

Describe the function of the New York Stock Exchange, American Exchange, and Over the Counter

Discuss how to read stock information from the N.Y. Stock Exchange, American Exchange and Over the Counter

Define the relationship between market standing and economic environmental conditions

Competency: Analyze information relating to variety of businesses

Tasks: Explain the use of graphs and charts in business reports

Describe different methods of data analysis

Explain uses of a bar chart and a line graph

Discuss methods and importance of samples



Competency: Identify how profits affect a business

Tasks: Explain how profits influence employment

Describe the relationship between costs and income

Define "cash flow"

Utilize mathematics and statistics necessary for basic economic calculations

Discuss how profits affect investments in goods and fixtures

Explain how profits affect employee job satisfaction and morale

Explain how profits affect business ethics

Solve given problems involving profit and loss

Competency: Identify procedures of international trade

Tasks: Identify Pacific Rim countries

Discuss the importance of Pacific Rim trade to Alaska

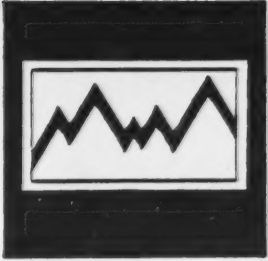
Define international trade

Identify reasons for international trade

Explain the relationship between OPEC and Alaska's oil production revenues



Marketing



Competency: Understand the role of marketing in the free enterprise system

Tasks: Identify the characteristics of the free enterprise system

Define economics

Contrast micromarketing and macromarketing

Discuss the relationship between economics and marketing

Competency: Identify important marketing principles

Tasks: Describe principles of marketing such as:

- a. Products
- b. Services
- c. Stores and other businesses
- d. Promotion
- e. Price
- f. People
- g. Supply for other businesses
- h. Both for and not for profit companies
- i. Everyone is a part of marketing

Competency: Identify economic systems

Tasks: Contrast four types of economies:

- a. Market economies
- b. Direct economies
- c. Traditional economies
- d. Subsistence economies

Review how the Alaska economy operates

Relate the importance of tourism to the Alaska economic system

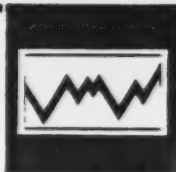
Explain why profit is the driving force behind free enterprise

Compare capitalist with socialist economic systems

Competency: Identify problems common to economic systems

Tasks: Discuss allocation questions basic to various economic systems:

- a. What goods and services shall be produced?
- b. How shall the goods and services be produced?
- c. How much can be produced?
- d. For whom should the goods and services be produced?



Competency: Use terms associated with competition

Tasks: Define terms associated with competition such as:

- a. Break-even point
- b. Demand
- c. Economic goods
- d. Market position
- e. Market share
- f. Price
- g. Price discrimination
- h. Price fixing
- i. Supply
- j. Target return

Competency: Identify marketing functions

Tasks: Identify the marketing concept

Describe how marketing serves the public

Explain the value added to goods and services by marketing

Explain important activities of marketing such as:

- a. Exchange activities
- b. Physical distribution activities
- c. Facilitating activities

Discuss the importance of marketing in business

Describe the marketing mix:

- a. Product
- b. Price
- c. Place
- d. Promotion

Competency: Use marketing terms

Tasks: Define marketing

Define marketing terms such as:

Advertising	Agents	Approach
Balance of trade	Brand	Broker
Capital	Clients	Consumer
Copy	Corporation	Customer
Demand	Depression	Discount
Distribution	Economy	Entrepreneur
Ethnic group	Export	Fashion
Goods	Import	Label
Lifestyle	Monopoly	Perishable
Pilferage	Premium	Price
Production	Promotion	Profit
Publicity	Retailer	Response
Services	Survey	Sponsor
Stimulus	Standardization	Supply
Target market	Trade barrier	Trademark
Utility		Warehouse

Competency: Analyze strategies of marketing in society

Tasks: Discuss what rules public opinion

Identify the role of the Better Business Bureaus

Describe community support in a marketing business

Discuss the role of equal opportunity in employment

Explain Quality of Work Life (QWL) issues such as:

- a. Safety
- b. Employee benefits
- c. High Tech/High Touch as it relates to productivity
- d. Networking

Identify business's responsibility in environmental protection

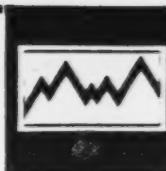
Identify business's responsibility in consumer advocacy including:

- a. Safeguarding of trademarks and brands
- b. Dealing with lemons
- c. Laws governing unfair practices
- d. Consumer safety (including UL approval)

Explain the role of ethics in a business

Discuss the role of business in providing public services such as fire and corrections

Discuss strategies of marketing management



Competency: Identify the role of management in marketing

Tasks: Describe the job of:

- a. the marketing manager
- b. sales manager
- c. advertising manager
- d. product manager
- e. marketing research manager
- f. marketing services manager

Competency: Analyze marketing managerial functions

Tasks: Discuss the management functions of:

- a. Planning
- b. Organizing
- c. Directing
- d. Controlling
- e. Scheduling

Explain the performance of each managerial function

Competency: Understand the marketing concept

Tasks: Discuss personal opinions about fulfilling the needs of customers at a profit

Explain concepts such as "the customer is always right"

Discuss the role of marketing management such as:

- a. Understanding the buyer
- b. Helping the buyer make the best selection
- c. Increasing profits

Competency: Apply supply and demand principles in product marketing

Tasks: Define supply and demand

Discuss the equilibrium price and what governs it

Describe price fixing and price discrimination

Discuss resale price maintenance

Explain the result of deceptive pricing

Explain what happens when inventories of a product exceed demand

Explain what happens when inventories of a product do not match demand



Competency: Make decisions based on market segments



Tasks: Name various market segments for different products

Divide local/state market into marketing segments

Describe the advantages of identifying marketing segments

Divide the same group into marketing segments by age, sex, geography, etc.

Categorize other bases for identifying market segments such as attitudes or familial status

Discuss the limits of market segmentation

Competency: Identify channels of distribution

Tasks: Explain the role of middlemen and agents in distribution

Contrast different types of distribution channels for consumer goods including:

- a. Manufacturer to consumer
- b. Manufacturer to retailer to consumer
- c. Manufacturer to wholesaler to retailer to consumer
- d. Manufacturer to agent to retailer to consumer
- e. Manufacturer to agent to wholesaler to retailer to consumer

Contrast different types of distribution channels for industrial goods including:

- a. Manufacturer to industrial user
- b. Manufacturer to industrial distributor to industrial user
- c. Manufacturer to agent to industrial user
- d. Manufacturer to agent to industrial distributor to industrial user

Explain the use of a direct channel of distribution including:

- a. Selling at the point of production
- b. Selling at the producer's retail store
- c. Selling door to door
- d. Selling through the mail
- e. Indirect channels of distribution

Competency: Identify the importance of image in marketing

Tasks: Compare the image of store brand or generic products with national brands

Explain the importance of product image

Discuss ways to build and improve product image

Explain the importance of corporate image
Discuss ways to build and improve corporate image
Explain the importance of brand image
Discuss ways to build and improve brand image



Competency: Use appropriate selling procedures

Tasks: Discuss the importance of product knowledge and customer service to the buyer

List sources for locating information about an item for sale

List the steps of a sale

- a. Present the merchandise
- b. Use descriptive phrases
- c. Use selling features
- d. Identify benefits
- e. Involve the customer with the merchandise
- f. Use a logical sequence of presentation

Competency: Use appropriate methods to influence the buyer

Tasks: Explain where to find information about consumer buying behavior

Discuss the effects of advertising and display on the buyer

List ways to remind actual and prospective customers of their needs

Recognize influences on buyer behavior

Identify techniques from motivation research

Competency: Analyze skills required for a career in marketing

Tasks: Explain how to find the marketing career you want

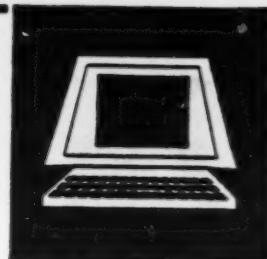
Analyze your personal interests and abilities including:

- a. What kinds of work you do well
- b. Special skills you may have
- c. Special interests you have
- d. Career goals

Recognize competencies necessary for marketing jobs including:

- a. Social competencies
- b. Marketing competencies
- c. Technology competencies
- d. Basic skills competencies
- e. Economic competencies

Business Operations



Competency: Operate and maintain common business equipment

Tasks: Operate:

- a. a calculator
- b. an electric typewriter
- c. a price marking machine
- d. a computer
- e. a cash register
- f. a printer

Competency: Operate a cash register or terminal

Tasks: Identify parts of the cash register

Index correct amount keys and department keys

Index proper transactions

Subtotal transactions

Compute tax

Total transactions

Register amount tendered by customer

Obtain amount of change due

Void efforts (over rings or under rings)

Organize the cash drawer

Read register totals

Operate a mechanical cash register

Change tapes on the cash register

Prove cash drawer

Compare cash register tape to drawer receipts

Compare leasing to the purchase of a cash register or electronic terminal

Competency: Use correct check cashing and credit card procedures

Tasks: Identify government, payroll, and personal checks



Identify common check errors such as:

- a. post-dating
- b. amount in figures differing from amount written out
- c. altered checks
- d. incomplete information
- e. transposition

Identify and write down pertinent information for a check-cashing customer

Have check signed in the presence of cashier

Have check written for amount according to store policy

Explain use of a check verifying service

Compare several credit card contracts to compare payment requirements

Explain methods of obtaining information about credit applications and sources of credit information

Describe how to:

- a. Ask customer for credit card
- b. Check credit card against invalid list
- c. Complete the charge slip including:
 1. Extended amounts
 2. Tax
 3. Total
- d. Use the charge plate imprint machine (addressograph)
- e. Obtain the customer's signature on the charge slip
- f. Receive authorization if necessary
- g. Politely return customer's card

Competency: Apply appropriate pricing techniques for merchandise and services

Tasks: Describe when it is useful to use markup pricing

Contrast markup pricing with:

- a. cost-plus pricing
- b. demand-oriented pricing
- c. competition-oriented pricing

Explain proper markup for various businesses

Contrast purchasing merchandise and services for resale with other merchandise and services

Competency: Mark merchandise

Tasks: Mark various merchandise examples

Use "theft-proof" tags

Mark price changes on merchandise when necessary

Select appropriate marking equipment supplies and forms

Record price changes according to store procedures

Match tickets to merchandise

Competency: Perform appropriate customer service

Tasks: Describe how to place orders using store catalogs and forms

Explain how long a given retailer must plan product orders ahead

Complete a customer layaway

Explain policies on product installation and repair

Review a customer service contract

Competency: Receive and check merchandise

Tasks: Explain procedures to follow when handling merchandise

- a. Inspect shipments to see that they are safe and intact
- b. Store received goods
- c. Process a received order
- d. Bring product out of storage
- e. Check orders to ship
- f. Fill order
- g. Bill customer
- h. Properly wrap and pack incorrect type or amount of merchandise

Competency: Stock merchandise

Tasks: Place merchandise in the proper location

Clean and dust merchandise

Arrange merchandise according to store procedures

Explain how merchandise is rotated

Carefully handle merchandise



Competency: Control the inventory

- Tasks:** Use standard inventory control techniques
- Use several different stockkeeping procedures
 - Contrast public, private, and bonded warehouses
 - Compute stock turnover
 - Complete departmental stock control records



Competency: Identify major types of businesses

Tasks: Discuss types of business ownership including:

- a. Sole proprietorship
- b. Partnership
- c. Cooperatives
- d. Corporations

List strengths/weaknesses and advantages/disadvantages of each type of ownership

Competency: Analyze the importance of finance to a business

Tasks: Define finance

- Explain the use of capital
- Contrast long-term capital with working capital
- Analyze a balance sheet and income statement
- Estimate capital needs
- Discuss the use of credit as a source of business financing
- Identify sources of capital including:
 - a. Business suppliers
 - b. Investors
 - c. Banks
 - d. Loan Companies
 - e. Factors
 - f. Insurance Companies
 - g. Small Business Administration
- Discuss the issue of credit risk
- Explain the importance of moving inventory in a business

Explain efficient uses of capital including:

- a. Stock turnover
- b. Accounts receivable turnover
- c. Working capital ratio



Discuss inventory liquidation

Competency: Complete business records

Tasks: Complete a financial statement including:

- a. Income statement
- b. Operating ratio
- c. Sales revenue
- d. Cost of goods sold
- e. Expenses
- f. Pretax earnings
- g. Net income

Complete a balance sheet including:

- a. Assets
- b. Liabilities
- c. Owner's equity
- d. Current ratio

Complete a sales budget and an expense budget

Compute accounts receivable

Use a computer spread sheet

Competency: Prevent shoplifting

Tasks: Explain the importance of observing customers

Name primary shoplifting methods

Identify shoplifting patterns

Correlate shoplifting patterns with certain products

Follow company policy for shoplifting

Explain security procedures used to prevent theft including:

- a. the use of two-way mirrors and television cameras in stores
- b. the value of rental security guards

Competency: Perform store maintenance

Tasks: Use a mop and a buffer/floor scrubber

Wash windows

Dust merchandise

Clean restrooms

Maintain equipment such as lights, cash registers, marking machines and typewriters

Clean and sanitize all equipment and tools

Competency: Work safely

Tasks: Describe the importance of keeping aisles clear

Explain how to correctly climb a ladder

Explain how to arrange stock to prevent accidents

Explain how to post signs in the case of workplace hazards

Competency: Follow procedures for reporting accidents

Tasks: Report accidents according to company procedures

Comfort accident victim

Get assistance

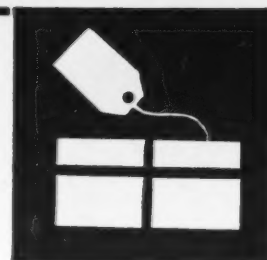
Perform necessary first aid

Find out information about the accident

Fill out an employee accident form



Merchandising



Competency: Develop a merchandising plan

Tasks: Discuss the importance of coordinating the five rights of merchandising:

- a. Right product
- b. Right place
- c. Right quantity
- d. Right time
- e. Right price

Explain how merchandise planning is based on analysis of past performance and reflects current market and economic projections

List and discuss components of merchandise planning including:

- a. Planned sales
- b. Planned stock
- c. Planned purchases
- d. Planned markdown
- e. Planned markup

Explain "top down" and "bottom up" merchandise planning

List methods of locating vendors and factors in choosing a supplier

Describe a sample merchandising plan

Competency: Use merchandise and marking terms

Tasks: Define the following terms:

- a. merchandising
- b. buyer's order
- c. invoice
- d. apron
- e. price code
- f. blind check
- g. direct check
- h. receiving record
- i. bill of lading
- j. vendor
- k. vendee

Competency: Identify factors influencing consumer buying

Tasks: List consumer buying factors

Identify socio-economic and cultural influences on buying

Discuss proper ethical conduct of the buyer and vendor

Discuss legal aspects influencing buying

Discuss fair trade practices

Discuss government regulations affecting merchandising

Competency: Determine customer demand

Tasks: Explain the importance of studying customer wants and needs

Determine methods of discovering customer demand

Identify buying signals elicited by the customer

Discuss simple market surveys used to determine customer demand

Competency: Calculate product turnover

Tasks: Compute stock turnover

Compute inventory turnover

Show where rate of turnover is recorded in company bookkeeping

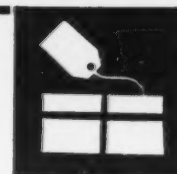
Compare reasonable turnover for several types of products

Competency: Select appropriate merchandise

Tasks: Describe factors in merchandise selection including:

- a. quality
- b. fashion orientation
- c. price ranges
- d. depth and breadth of assortment
- e. brand policy
- f. image

Develop a merchandise profile



Competency: Complete a merchandise order

Tasks: Calculate discounts

Determine billing date

Figure delivery dates

Review terms of sale

Compare prices, features and competitive feature of merchandise

Complete sample purchase orders

Competency: Verify invoices

Tasks: Compare unit, unit price, and subtotal categories on invoice to purchase order

Compare service and/or shipping charges on invoice to purchase order

Point out where the receiver signs the invoice

Discuss invoice control

Competency: Inventory merchandise

Tasks: Tag merchandise prior to inventory

Separate merchandise and group according to department numbers

Inventory shelf and storage items proceeding left to right, top to bottom

Mark inventory sheets

Competency: Stock, reorder and restock merchandise

Tasks: Identify the steps required to receive merchandise from the stockroom

Identify the process of stocking merchandise

Describe methods of internal and external theft

Explain safety aspects of proper stockkeeping

Develop a model stock layout plan

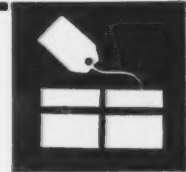
Explain causes and prevention of stock shortages/damages



Calculate open to buy using formula

Locate stock on the selling floor, in an understock, or a reserve stock

Describe the housekeeping duties which must be performed in connection with proper stock care



Competency: Control inventory

Tasks: Identify physical and perpetual inventory

Relate the two inventory methods

Complete a unit control inventory

Determine stock count

Determine overages and shortages using the two inventory methods

Explain dollar and unit control method of inventory control

Competency: Handle goods appropriately

Tasks: Identify methods of physically handling goods

Define quality and quantity check

List quantity checking methods

Point out items of information on a price ticket

Explain the receiving, checking, and marking of merchandise

Use safety precautions to eliminate accidents while handling goods and equipment

Competency: Calculate product prices

Tasks: List factors influencing pricing

Discuss internal factors influencing pricing such as:

- a. cost of goods
- b. selling costs
- c. store image
- d. customer appeal

Describe external factors affecting retail pricing such as:

- a. supply and demand
- b. competition
- c. legal restrictions

Complete pricing problems

Analyze a local retail business's pricing

Explain markup, initial markup, and maintain markup



Competency: Markup and mark down merchandise

Tasks: Record markups

Record mark downs

Record additional markups

Revise retail prices

Illustrate formulas for determining markup percentages based on retail costs

Competency: Use merchandise information in the sale of a product

Tasks: Identify sources of merchandise information such as the merchandise itself, handtags, labels, leaflets, box covers, and price tags

Recite prices, available sizes, colors, styles, or models of given merchandise to a customer

Recite other product information to a customer

Discuss the importance of customer confidence in the salesperson

Identify ways to interpret features of products to benefit customers

Explain merchandise guarantees and warranties to customer

Use the A-I-D-C-A formula

A = Attention

I = Interest

D = Desire

C = Conviction

A = Action

Suggest items of merchandise or services that can be substituted for those unavailable

Compare several retail articles to help a customer select between them

Competency: Stimulate sales

Tasks: Contrast different types of sales

Explain the function of:

- a. a sale
- b. a loss leader
- c. discounts and coupons

Competency: Calculate the stock-sales ratio

Tasks: Explain the stock-sales ratio

Complete set stock-sales ratios

Competency: Calculate the break-even point for a business

Tasks: Compare costs to receipts

List expenses

List monthly, quarterly, and end of year expenses

Estimate projected receipts, allowing for fluctuations

Competency: Apply credit principles

Tasks: Discuss the importance of credit in relation to business operations

Name the three C's of credit: Capital, Character, and Capacity

Explain a store's credit policies, terms and plans

Discuss the methods of obtaining information about credit applicants and sources of credit information

Discuss the procedures in requesting information from the credit bureau

Explain the procedure in filling out a credit application and how to reject or accept a credit application

Explain credit operations by outlining the accounting procedures used to detail a charge sale from purchase to payment

Explain billing, recording payment, and procedures for collecting overdue accounts

Discuss the role of data processing in marketing, and specifically, credit operations



Competency: Prevent shoplifting

Tasks: Explain ways of preventing shoplifting including:

- a. Greeting all customers
- b. Naming primary shoplifting methods
- c. Correlating shoplifting patterns with certain products
- d. Following company policy to prevent shoplifting



Competency: Identify careers in merchandising

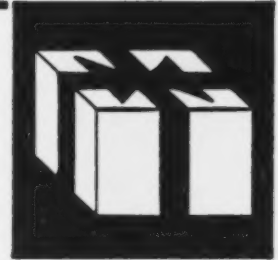
Tasks: Describe careers in:

- a. merchandising
- b. fashion design
- c. buying

Describe the jobs of a:

- a. merchandise manager
- b. warehouseperson
- c. sales person
- d. shelf stocker

Customer Service



Competency: Use terms basic to retailing

Tasks: Define:

- a. supplier
- b. wholesaler
- c. client
- d. salesperson

Identify the Product Life Cycle (PLC)

Competency: Identify the brand name and trade mark

Tasks: Compare national, private and generic brands

Identify brand name products from popular phrases and slogans

Identify the reasons for brand name importance and preference

Discuss trademarks, and how they may be registered with the U.S. Patent Office

Competency: Identify functions of product packaging

Tasks: Explain the relationship between packaging and sales

Explain the relationship between packaging and reducing product damages and handling

Explain how pre-packaging eliminates packing at the point of sale

Explain the purpose of product disclaimers on packages

Identify packaging responsibility

List the main types of materials used in packaging

Competency: Use product knowledge in making a sale

Tasks: Explain how a salesperson can become knowledgeable in product function

Explain why product knowledge and service technology are important to a sales employee

List sources of product information

Report changes in the product in the last few years

Describe:

- a. how a given product was constructed
- b. materials used to make the product
- c. uses for the product
- d. product performance
- e. care of the product
- f. outstanding features or selling points of the product

Explain the guarantee or warranty covering the product

Explain the product tag or label

Competency: Package customer purchases

Tasks: Select appropriate materials considering durability, economy, and decoration

Reflect the store image in the product wrapping or packing

Pack or wrap the purchase in minimal time

Competency: Handle lay-away sales

Tasks: Inform customer of company policy on layaways

Take money and record down-payment according to company policy

Mark lay-away product

Inform customer when to pick up the product

Competency: Process customer exchanges

Tasks: Inspect returned product

Repackage returned product

Record item returned on saleslip

Assist customer in finding a replacement item

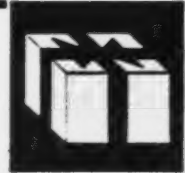
Competency: Respond to a customer complaint appropriately

Tasks: Demonstrate courtesy to the customer

Demonstrate concern for the customer's need

Represent product and business honestly

Follow store policy



Competency: Package merchandise for return to wholesaler

Tasks: Wrap merchandise

Include proper correspondence with merchandise returned

Record merchandise return on company records



Competency: Place orders using store catalogs and special request forms

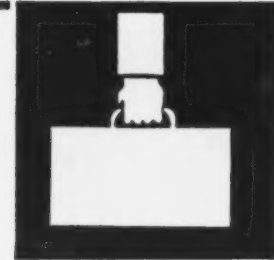
Tasks: Fill out form completely

Extend figures accurately

Record information legibly

Identify customer request accurately

Salesmanship



Competency: Identify important skills of selling

Tasks: Soft-sell a product

Hard-sell a product

Use descriptive phrases

Use selling features

Identify benefits

Involve the customer with the merchandise

Use a logical sequence of presentation

Discuss the importance of product knowledge and customer service to the buyer

List sources to locate information about an item for sale

Competency: Identify the steps of a sale

Tasks: Describe the steps of a sale:

- a. Greeting the customer
- b. Approaching the customer
- c. Determining the customer's wants and needs
- d. Presenting the merchandise
- e. Handling objections
- f. Suggesting related items
- g. Closing the sale

Competency: Promote products and services

Tasks: Differentiate among advertising, publicity, and sales promotion

Explain visual merchandising techniques

Identify various types of displays and their effectiveness

Cite examples of promotional activities in the community

Classify a number of advertisements by promotional techniques

Describe advertising needs of service businesses

Develop a sales promotion plan around key days and weeks, seasons, local celebrations, state and national events

Develop a sales promotion budget

Estimate gross sales

Estimate percentage of sales earmarked for advertising, including monthly dollar allowance, types of advertising, etc.

Competency: Determine customer buying motives

Tasks: Describe concepts in buying motives:

- a. Response-action
- b. Cues
- c. Patterns

Explain motives for buying:

- a. Primary motives
- b. Selective motives
- c. Patronage motives
- d. Rational motives
- e. Emotional motives

Describe how to "read" customers to determine needs

Explain buying motives dependent on:

- a. Price considerations
- b. Store considerations
- c. Brand considerations

Use credit information as a selling tool

Competency: Use a personal sales style

Tasks: Describe selling techniques

Identify personal selling style

Discuss ways of analyzing customer needs and fitting them to the correct product for sale

Competency: Use several types of sales approaches

Tasks: Differentiate among several approaches such as the service opener, the special interest approach, the question approach etc.

Contrast floor salesmanship with self-service buying

Discuss the importance of a personal style of salesmanship

Demonstrate merchandise in the ways it may be used by the customer

Competency: Sell the merchandise

Tasks: Determine when to approach a customer to open a sale and when and how to close a sale

Describe sales situations step-by-step and identify logical point(s) where a closing statement might be applied

Treat the customer courteously

Keep the customer's needs in mind first

Represent management's viewpoint to customers

Demonstrate pride in serving the customer

Use an appropriate type of approach to customer

Question customer's desires, wants, and needs

Select appropriate merchandise for customer

Offer substitute merchandise to customer if appropriate

Identify selling strategies

Point out warranty or guarantee

Point out service agreement

Discuss company policy for return of merchandise

Differentiate between product features and benefits

List sources to locate information about an item for sale

Competency: Handle customers tactfully

Tasks: Explain ways to identify and handle:

- a. Nervous customers
- b. Dependent customers
- c. Disagreeable customers
- d. Trying customers
- e. Common-sense customers

Competency: Deal effectively with customer objections

Tasks: Identify techniques for overcoming objections to buying

Effectively handle objections

Question the customer to determine objections

Identify types of objections

Identify selling techniques for several products or services

Discuss feature-benefit method of handling objections

Compare and contrast different methods of handling objections

Competency: Process mail and telephone orders

Tasks: Describe the importance of adequate merchandise knowledge in telephone selling

Explain procedures for processing telephone orders:

- a. Greet the caller
- b. Identify self
- c. Identify retail store and department
- d. Listen to the request
- e. Answer customer's questions
- f. Complete a telephone order sales check
- g. Suggest additional merchandise
- h. Repeat all recorded information to the caller

Store/Business Management



Competency: Identify the steps in starting a business

Tasks: Develop a business plan

- a. conduct a community survey
- b. analyze the survey
- c. determine goals and objectives for the business

Describe home based businesses

Explain ways to obtain credit including:

- a. what's involved
- b. how to apply
- c. ways to get started
- d. credit checks

Determine the structure which best fits the needs of the business

- a. sole proprietorship
- b. partnership
- c. limited partnership
- d. corporation

Explain the role of Small Business Administration (SBA) loans in starting a business

Competency: Locate the business

Tasks: Analyze customer transportation, access, parking, and so forth, relative to alternative site locations

Complete a location feasibility study for your business

Determine the costs of renovating or improving a site for your business

Prepare an occupancy contract for your business

Competency: Design the space needed for a business

Tasks: List all items needed for starting the business

Diagram a store layout taking the following into consideration:

- a. featuring most profitable items
- b. considering merchandise protection
- c. incorporating customers' needs
- d. eliminating safety hazards when placing fixtures and merchandise
- e. placing merchandise to permit easy restocking
- f. following company stocking procedures

Competency: Apply the regulations governing new or home-based businesses

Tasks: Obtain necessary state, local and federal license applications

Complete application for state and if necessary local business licenses

Complete application(s) for special federal licenses relating to product of business as appropriate

Obtain information on zoning and complete permit if required

Complete the form to secure a social security number

Competency: Understand laws governing business transactions

Tasks: Describe how to develop and execute a contract

Explain when title passes on goods which are in transit

List consequences of default on contracts

List conditions which void a contract

Competency: Identify how to borrow money for a business

Tasks: Explain how credit can help expand inventory and obtain discount purchases

Identify sources of credit

Determine the financing necessary for your business

Fill out a credit application

Explain how to request and obtain credit information

Analyze cash flow problems



Competency: Understand insurance

- Tasks:** Identify types of insurance available for a business
Determine the type of insurance needed for a business
Determine how to find the best insurance rates and coverage

Competency: Understand managerial functions and principles

- Tasks:** Discuss do's and don'ts of managerial functions

Discuss the managerial functions of:

- a. Planning
- b. Organizing
- c. Leading
- d. Controlling

Competency: Identify major areas of retailing

- Tasks:** Describe functions of:

- a. Merchandising
- b. Sales promotion
- c. Finance and credit
- d. Personnel
- e. Operations

Competency: Understand union and non-union involvement in a company

- Tasks:** Contrast the role of management and labor
Explain the role of labor unions
List major objectives of unions and management
Explain collective bargaining
Discuss United States and Alaska wage and hour laws
Describe the impact of a business's personnel policies on employees

Competency: Advertise, hire and train new employees

- Tasks:** Describe the role of placement services including Job Service
Explain where to find prospective employees
Introduce the new employee to others
Use recruitment and hiring practices free from sex bias and sex discrimination



Explain store policies and procedures

Explain departmental merchandise

Use training methods such as telling, showing, and demonstrating

Assist the new employee in completing duties

Identify ways to motivate others for best performance

Describe company standards for employee grooming, employee courtesy, and dress code

Describe ways of providing training to fit employee needs

Trace lines of authority and explain their importance



Competency: Use appropriate management style

Tasks: Contrast different styles of management

Define one's personal philosophy of business management

Name several models of human communication

Identify how a management style can affect an entire business

Identify positive styles of management

Contrast management requirements in several different types of businesses

Contrast human performance with other aspects of a business

Competency: Maintain a pleasant working environment

Tasks: Explain how a manager can influence the working environment

Describe the role of proper housekeeping in a business

Discuss issues such as employee breaks, music, coffee and smoking

Competency: Follow management policies and procedures

Tasks: Identify company policy in personnel and procedural manuals

Sketch out the chain of command for a given company

Determine who to contact using company policy procedures

Contrast costs of personnel with costs of supplies

Describe methods of job analysis

Competency: Use the DICE method of problem solving

Tasks: Explain the steps of DICE:

- a. Define problem
- b. Identify solutions
- c. Choose best solution
- d. Evaluate how one solves problem



Competency: Use good planning and organizational skills

Tasks: Identify tasks to be completed

Explain the importance of:

- a. Allowing sufficient time to complete tasks
- b. Prioritizing tasks in order of importance
- c. Combining tasks efficiently
- d. Requesting assistance when needed

Competency: Plan job tasks and schedule employees

Tasks: Write employee job descriptions

Identify job titles

Work with a department manager to organize, budget, and schedule workloads

Make out an employee schedule

Delegate employee duties

Write a policy for schedule changes

Deal with employee schedule changes

Describe the customer relations effects of scheduling personnel for adequate check-out coverage

Competency: Convey directions and instructions to employees

Tasks: Speak clearly and concisely

Describe methods of giving instructions

Explain how to give instructions without intimidation

Competency: Compute employee costs

Tasks: Compute employee overtime

Map out an employee schedule including several different wage rates

Compute costs of employee benefits

Compare different employee insurance policies

Competency: Appraise an employee

Tasks: Rate employee according to an evaluation form

Be positive with the employee

Offer areas for improvement to the employee

Competency: Receive and process merchandise

Tasks: Describe warehousing methods of unloading trucks, operating materials, handling equipment, processing priorities, and routing merchandise

Complete a merchandise routing assignment

Discuss records required in receiving and processing merchandise

Complete a receiving apron, composite receiving report, and daily receiving report

Sketch a flow chart illustrating a vendor's invoice, packing slip, freight bill, bill of lading, delivery receipt, and purchase order

Competency: Prevent stock shortages

Tasks: Explain causes of shortages, damages, and theft of stock

Review inventory on a regular basis to determine replacement needs

Relate effective stockkeeping to stock shortage prevention

Discuss employee theft of merchandise, cash, and time



Competency: Maintain business records

Tasks: Record cash receipts including the date, name, invoice number and the price of the item

Make disbursements by check to provide a record of the date, name, check number and amount of each item

Record information on equipment for depreciation purposes, including date of purchase, name of supplier, description of item, amount paid and check number

Record insurance information to include type of policy, name of insurance, effective dates, expiration date, and annual premiums

Assess the financial status of the business

Keep records to provide information needed to figure tax deductions

Competency: Build customer goodwill to help increase sales

Tasks: Describe the location of customer facilities

Describe the purpose of customer services such as:

- a. meeting competition
- b. encouraging one-stop shopping
- c. attracting customers to the store
- d. treating the customer personally

Competency: Compute business taxes

Tasks: Identify taxable and non-taxable items (if applicable)

Compute tax for given receipts (if applicable)

Explain where and when local tax is to be sent (if applicable)

Competency: Authorize a customer's check

Tasks: Identify government, payroll, and personal checks

Identify common check errors such as:

- a. post-dating
- b. amount in figures differing from amount written out
- c. altered checks
- d. incomplete information
- e. transposition errors

Ask for identification and write down pertinent information for a check-cashing customer



Have check signed in the presence of cashier
Have check written for amount according to store policy
Use a check verifying service



Competency: Handle customer exchanges

Tasks: Deal with the customer courteously

Check merchandise for damage
Offer the customer similar merchandise
Mark receipt of refund in books
Properly store exchange item
Package replacement item

Competency: Process business credit card transactions

Tasks: Compare several credit card contracts payment requirements

Explain methods of obtaining information about credit applicants and sources of credit information

Describe how to:

- a. Ask customer for credit card
- b. Check credit card against invalid list
- c. Complete the charge slip including:
 1. Extended amounts
 2. Tax
 3. Total
- d. Use the charge plate imprint machine (addressograph)
- e. Obtain the customer's signature on the charge slip
- f. Receive authorization if necessary
- g. Politely return customer's card

Contrast use of company credit card with that of major bank cards

Identify the procedures for sending out statements, recording payments, and collecting overdue accounts

Competency: Record and disburse refunds

Tasks: Fill out a customer refund slip

Offer the customer substitute merchandise in lieu of refund
Mark refund in company bookkeeping

Competency: Fill out a deposit form

Tasks: Count and wrap day's receipts

Record final deposit amount on deposit slip

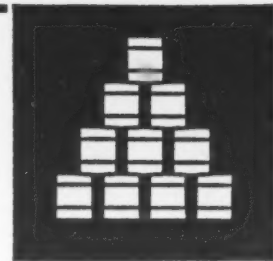
Place receipts in deposit bag

Transport deposit to bank

Discuss precautions to take to secure deposit



Display Merchandising



Competency: Identify the principles and patterns of display

Tasks: Define display

Describe the following types of display:

- a. Open display
- b. Closed display
- c. Platform display
- d. Wall display

List and explain the jobs that displays accomplish

Using the color wheel, identify the primary, secondary, and tertiary colors

Describe how secondary and tertiary colors are formed

Describe how to rate displays according to:

- a. Originality and creativity
- b. Theme
- c. Timeliness
- d. Cleanliness
- e. Color and texture
- f. Lighting
- g. Technical skill
- h. Balance and line arrangement

In terms of displays explain:

- a. Dominance
- b. Repetition
- c. Gradation
- d. Contrast
- e. Unity
- f. Harmony
- g. Scale
- h. Proportion
- i. Balance
- j. Arrangement

Competency: Plan displays

Tasks: Use magazines, photos, and texts to show different types of displays

Discuss pros and cons of the selected pictures

Plan a display with one or more of the following purposes:

- a. Prestige
- b. Publicity
- c. Educating the public
- d. Introduce new styles
- e. Show new uses for goods
- f. Build goodwill

Plan a display with one or more of the following uses:

- a. Attracting the attention of the customer
- b. Introducing new products
- c. Presenting merchandise attractively
- d. Giving customers suggestions regarding related merchandise
- e. Presenting special sales to customers
- f. Reminding customers of merchandise they need or want

Explain the use of sizes, shapes, colors, and directions of display patterns

Competency: Create signs and selling aids

Tasks: Know the product

Write copy which answers customer questions and points out product features

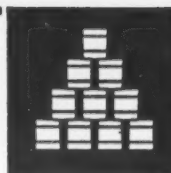
Construct a lead-in line to give reasons for buying, suggested use or buying benefit

Construct a headline which identifies merchandise by name, trademark, or brand

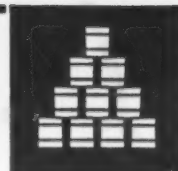
Price merchandise correctly

Describe the importance of:

- a. Reminding buyer of a need or want
- b. Illustrating copy to balance with sign size
- c. Spacing lines appropriate for sign size
- d. Spacing letters evenly on sign
- e. Centering words and lines on page
- f. Properly inking in letters
- g. Lettering copy using stencils and/or paste-ons
- h. Using a variety of themes for seasonal and promotional signs



Competency: Set up counter/window/interior displays



Tasks: Plan a theme

Complete sketch of display

Estimate budget for display

Submit budget for approval

List materials for building display

List special needs for setting up display (extra personnel, equipment)

Estimate the cost of a display

Construct a display or model (diorama):

- a. to attract attention
- b. with selling power
- c. with a central theme

Use color, harmony, balance, and proportion in display or model construction

Design a counter display, model, or mass display or model

Competency: Use the basic types and props of display

Tasks: Explain what a prop is and how it can be used in a display

Discuss the ways in which props can be developed, built, or purchased

Investigate different types of additional display accessories (e.g. signs, floors, floral arrangements)

Experiment with various modes of lighting with a display

Dress a mannequin (if available) in a variety of clothes

Competency: Use displays effectively

Tasks: Complete a sample customer survey

List and explain the jobs that displays accomplish

Competency: Perform display housekeeping

Tasks: Wash a mannequin (if available)

Wash windows

Repair a display prop

Check lights for effectiveness

Replace merchandise

Gather tools for display dismantling

Safely dismantle display

Return merchandise to stock or selling area

Clean display area

Vacuum floor/covering

Polish props

Store and label display materials

Check displayed merchandise for problems before returning to stock

Record damaged merchandise

Check lights for replacement



Advertising



Competency: Analyze the major purposes of advertising

Tasks: Name general purposes of advertising

Contrast the purpose of consumer and trade publication advertising

List types of groups or institutions which advertise

Explain the purpose of advertising to the consumer, retailer and manufacturer

Discuss how advertising helps promote mass distribution

Explain how advertising builds goodwill in customers

Compare public interest announcements and commercial advertising

Competency: Identify various types of media

Tasks: Define broadcast media rate period

List advantages and disadvantages of:

- a. television advertising
- b. radio advertising
- c. print advertising

Competency: Identify costs of radio, television and print advertising

Tasks: List advantages and disadvantages of advertising costs in radio, television and print

Compare costs of novelty advertising (matchbooks, pens, give-aways) to newspaper advertising

Compare the cost of advertising through an advertising agency with direct advertising

Competency: Identify types of sales promotion

Tasks: Describe direct mail advertising

Describe novelty advertising

Classify a collection of print ads

Differentiate between promotional and institutional advertising and promotional mix



Competency: Identify parts of a printed advertisement

Tasks: Explain the purpose of a headline in a print advertisement

Write a headline and copy for an advertisement

Explain the value of white space in an advertisement

Explain the meaning of a logo and trademark (TM) sign

Identify national ads, retail ads, and institutional ads

Competency: Analyze advertisements

Tasks: Explain how to critique an advertisement

Evaluate an ad using the A.I.D.C.A. formula

Discuss the value of pollster responses to advertising

Discuss the issue of "truth in advertising"

Identify examples of the following types of advertisements:

- a. national
- b. local
- c. primary
- d. selective
- e. retail
- f. cooperative
- g. consumer
- h. trade
- i. industrial

Identify the target audience for various advertising messages

Contrast qualities of a national ad with those of a local ad

Contrast qualities of a retail ad with those of a trade publication

Competency: Plan an ad layout

Tasks: Describe considerations for laying out an ad

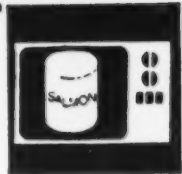
Contrast vertical and horizontal print ads

Identify various typesets by name and characteristic

Compare various printed ads according to impact on readers

Contrast impact of various typesyles on readers

Design a poster, picture caption, formal and editorial layout format



Competency: Prepare an ad layout

Tasks: Sketch an ad layout

Select art and layout for advertisement

Lay out the ad in several different ways

Discuss the impact of several different layouts to the reader

Draw or trace a sketch for an advertisement

Explain where commercial clip art may be obtained

Competency: Compute advertising costs

Tasks: Compute radio advertising costs for several drive periods

Spread a fixed advertising budget over several media according to cost and effect

Identify the advertising methods and schedules for a particular product

Compare effects of size and cost for a newspaper ad

Competency: Prepare sales scripts

Tasks: Write a:

- a. :15 second radio spot
- b. :30 second radio spot
- c. :60 second radio spot
- d. public service announcement

Write a sales script that could be utilized to motivate a consumer to buy over the phone

Competency: Plan a business promotion

Tasks: Create a long term promotional plan

Analyze competitive promotional activites

Evaluate promotional effectiveness

Competency: Plan special events

Tasks: Plan and advertise a garage sale.

Plan a grand opening

Explain where to purchase novelties for a retail promotion

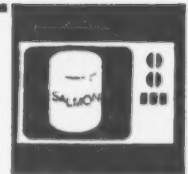
Plan a promotional sale for a retail store

Develop an advertisement with a central theme/idea (e.g., anniversary sale, holiday theme)

Competency: Identify jobs in advertising

Tasks: Describe the job of:

- a. an account executive
- b. a copy writer
- c. a pasteup artist
- d. a commercial artist
- e. a creative director



IV Course Descriptions

Course Descriptions

The brief course descriptions provide conceptual frameworks for educational planners that seek to design and implement a balanced program in marketing education. Teachers can use these descriptions to organize course offerings in marketing education. These descriptions are examples of content organization and are too brief for purposes of program approval. Local schools will need to be much more definitive regarding the content of their courses than is reflected in these course descriptions.

Course: Marketing I
Length: One Year
Grades: 9-12

This course is designed to develop fundamental skills needed in a majority of distributive occupations, including: basic economics, communications, human relations, business mathematics, salesmanship, advertising, merchandising and some operations. This course can improve student placement services in entry-level jobs, or in senior year cooperative work programs.

Course: Marketing II
Length: One Year
Grades: 10-12

This course involves further refinement of Marketing I fundamentals, with additional work in buying, pricing, management and sales promotion techniques. Individual instructional plans should be developed which emphasize career objectives and which help students acquire product awareness and special skills. These individual plans should be developed along with on-the-job training plans in cooperation with employers. Only those who have successfully completed Marketing I should be enrolled, and each Marketing II student should also be enrolled in Cooperative Vocational Education.

Course: Cooperative Vocational Education I
Length: One Year (2 hour block)
Grades: 10-12

This course involves supervised employment to complement in-school instruction; a minimum of ten hours per week is usually the equivalent of one or more units of credit.

Course: Cooperative Vocational Education II
Length: One Year (2 hour block)
Grades: 10-12

This course is supervised employment for the second year student upon completion of Marketing I and Cooperative Vocational Education I. A minimum of ten hours per week is usually the equivalent of one unit of credit.

Course: School Store I
Length: One Year
Grades: 9-12

This course involves first-year marketing students in the operation of an in-school retail store serving the needs of the student body. Students perform functions of selling, stock control, recordkeeping and others related to entry level employees.

Course: School Store II
Length: One Year
Grades: 10-12

This course offers an opportunity for second-year students to manage a retail store under supervision. Functions performed include buying, pricing, promotion, employee scheduling and operational decision-making.

Course: Entrepreneurship/Home-Based Business
Length: One Year
Grades: 9-12

This course offers instruction in marketing principles from the viewpoint of the business owner. Instruction is given to develop skills in assessing personal interests and skills in management, marketing, recordkeeping, advertising, purchasing, securing insurance, raising capital, complying with regulations, designing space and paying taxes. Business structures and potential kinds of businesses are also explored.

V
**Curriculum
Analysis Matrix**

Curriculum Analysis Matrix

Identified Competencies by Course Offerings

This competency checklist should be used by teachers in identifying competencies to be included in specific classes in marketing education. This checklist is a curriculum analysis tool for use by teachers in assigning responsibilities for the competencies of a total marketing education program.

All courses taught in the marketing education program are identified in the columns at the top of the matrix. The individual competencies can be allocated to specific courses. One method for analyzing the competency list is to assign letters where the competency will be introduced (I), taught (T), or mastered (M). Curriculum sequences can be organized through this approach.

To assist marketing teachers to reinforce basic skills instruction, competencies have been cross-referenced with the following academic areas:

Math (M)	Science (S)
Social Studies (SS)	Language Arts (LA)

This will assist local school districts in awarding cross-credit (academic credit) for participation in vocational classes they deem appropriate.

The following checklists are also cross-referenced with the Job Training Partnership Act pre-employment competencies and student leadership competencies. The Job Training Partnership Act provides funds to train economically disadvantaged youth to enter and succeed in employment. Each Private Industry Council responsible for administering these funds adopted youth pre-employment competencies as one of the measures for positive termination for program participants. The other measures are attained through unsubsidized employment, or through another training program.

The following categories of work-related knowledge must be evaluated and measured in the course of a participant's enrollment in a JTPA program:

1. Pre-Employment Competencies, which require the participant to demonstrate the skills and knowledge necessary to identify career objectives, seek and obtain employment and understand job performance.
2. Work Maturity Competencies, which require the participant to demonstrate the ability to apply skills in a training position.
3. Educational Skills Competencies, which require the participant to demonstrate basic computation and communication skills necessary to enter the labor market.
4. Occupational Skills Competencies, which require that the participant demonstrate proficiency in those skills necessary to maintain employment in a specific occupation or occupational cluster.

The pre-employment and work maturity competencies have been specifically cross-referenced in this curriculum so that marketing instructors could specify where these competencies are integrated into the curriculum.

These youth competencies were identified by the Vice Presidents of the Task Force on Youth Employment, Private Sector/Education Roundtables: Summary Report 1979 as critical elements for employability of the nation's youth.

Student leadership programs are designed to be an integral part of the curriculum. The competencies are reinforced by student participation in approved student organizations such as Distributive Education Clubs of America. The student leadership competencies have been cross-referenced in this handbook to assist the marketing education instructor identify specifically where these competencies will be taught.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Distributive Education Clubs of America is an organization whose program of leadership, personal development and career encouragement is designed specifically for students enrolled in marketing, merchandising and management studies.

DECA activities focus on four themes, symbolized by the four points of the group's diamond-shaped emblem:

Vocational Understanding

DECA members are well prepared to take their places in the business world. They acquire first-hand knowledge of merchandising, management and the opportunities available in their chosen careers.

Civic Consciousness

Students learn to recognize their obligations to the communities in which they live by studying local needs and planning community betterment.

Social Intelligence

Through social events, DECA members are given opportunities to develop the attitudes and behaviors necessary in our society. Additionally, they become aware of their social environment and the need for cooperative effort among all elements of society.



Leadership Development

DECA activities give students opportunities to participate in many activities designed to teach her/him to be not only a leader but also a follower.

The national organization, headquartered in Reston, Virginia, was established in 1946. Today it has about 5,000 chapters with some 170,000 members - including high school, college and professional people.

KEY

M	Math
SS	Social Studies
S	Science
LA	Language Arts
*	Pre-Employment Competencies
+	Student Leadership Competencies

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
	<u>EMPLOYABILITY SKILLS</u>												
* + LA	Identify career choices												
* + LA	Identify employment opportunities												
* + LA	Prepare a resume and job application												
* + LA	Prepare for an interview												
* +	Dress appropriately on the job												
* +	Be reliable and dependable												
* + LA	Identify the problem solving process												
* +	Identify personal responsibilities related to employment												
* S	Maintain good health for effective job performance												
* LA	Identify proper termination procedures												
* SS	Identify employee rights and responsibilities												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative Vocational Education II	School Store I	School Store II	Home-Based Business	Entrepreneurship/
Competencies										
* +	Use effective leadership skills									
	<u>COMMUNICATIONS</u>									
* + LA	Follow verbal and written instructions									
*	Keep sensitive communications confidential									
* + LA	Communicate effectively with customers, co-workers and supervisors									
* LA	Suggest improvements to management									
LA	Use appropriate vocabulary in a product description									
LA SS	Identify the role of communications technology in business									
* LA	Use effective business writing skills									
* LA	Complete forms and reports									
+ LA	Give verbal presentations									
LA	Use the telephone effectively									

Recommended Competencies by Course Offerings

Competencies

		Marketing I	Marketing II	Vocational Educational Cooperative	Vocational Educational Cooperative	School Store I	School Store II	Entrepreneurship/ Home-Based Business				
+ LA	Introduce people											
+ LA	Conduct effective business meetings											
M LA	Use the microcomputer											
	<u>HUMAN RELATIONS</u>											
SS	Identify how human values affect behavior											
SS	Understand human motivation											
SS	Use self-directed behavior											
* SS	Identify personality traits											
* + SS	Make effective decisions											
* +	Demonstrate work maturity											
* +	Maintain good personal relations											
* +	Be honest											

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
* +	Work responsibly												
*	Demonstrate initiative and productivity												
* +	Be assertive												
* + LA	Work constructively with employers, customers and co-workers												
* +	Resolve conflicts												
+	Respond to customer inquiries												
<u>BUSINESS MATHEMATICS</u>													
M	Compute basic addition and subtraction												
M	Compute basic multiplication and division												
M	Perform basic mathematic computations with fractions												
M	Calculate percentages												
M	Compute sales tax for items												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
M	Make change												
M	Calculate markups and mark downs												
M	Calculate discounts and exchange rates												
M SS	Compute salaries												
M	Apply mathematical concepts												
M	Process customer returns												
	<u>ECONOMICS</u>												
SS	Analyze principles of economics												
SS	Identify different economic systems												
SS	Identify the elements of the free enterprise system												
SS	Identify the relationship between economics and marketing in our society												
SS	Apply the principles of supply and demand in determining price												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
SS	Analyze consumer behavior patterns												
SS	Identify effects of competition on buyers and sellers												
SS	Analyze the ethics of various business practices												
SS	Identify business cycles												
SS	Understand the effects of market segmentation on selling or marketing												
SS	Identify types of product utility												
SS	Identify methods of establishing product quality												
SS	Identify types and channels of distribution systems												
SS	Appraise business risks												
SS	Identify resources on economic information												
SS	Analyze information relating to a variety of businesses												
SS	Identify how profits affect a business												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education II	Cooperative School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
SS	Identify procedures of international trade												
	<u>MARKETING</u>												
SS	Understand the role of marketing in the free enterprise system												
SS	Identify important marketing principles												
SS	Identify economic systems												
SS	Identify problems common to economic systems												
SS	Use terms associated with competition												
SS	Identify marketing functions												
SS	Use marketing terms												
SS	Analyze strategies of marketing in society												
SS	Identify the role of management in marketing												
SS	Analyze the marketing managerial functions												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative Vocational Education II	School Store I	School Store II	Home-Based Business	Entrepreneurship/						
Competencies																
SS	Understand the marketing concept															
SS	Apply supply and demand principles in product marketing															
SS	Make decisions based on market segments															
SS	Identify channels of distribution															
SS	Identify the importance of image in marketing															
LA	Use appropriate selling procedures															
LA SS	Use appropriate methods to influence the buyer															
* +	Analyze skills required for a career in marketing															
	<u>BUSINESS OPERATIONS</u>															
	Operate and maintain common business equipment															
M	Operate a cash register or terminal															
M	Use correct check cashing and credit card procedures															

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Educational Cooperative	Vocational Educational Cooperative	School Store I	School Store II	Home-Based Business	Entrepreneurship/					
Competencies														
M	Apply appropriate pricing techniques for merchandise and services													
	Mark merchandise													
LA	Perform appropriate customer service													
M	Receive and check merchandise													
	Stock merchandise													
M	Control the inventory													
SS	Identify major types of businesses													
SS	Analyze the importance of finance to a business													
M	Complete business records													
SS	Prevent shoplifting													
	Perform store maintenance													
* +	Work safely													

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative Vocational Education II	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
* +	Follow procedures for reporting accidents													
	<u>MERCHANDISING</u>													
SS	Develop a merchandising plan													
LA	Use merchandise and marking terms													
SS	Identify factors influencing consumer buying													
SS	Determine customer demand													
M	Calculate product turnover													
SS	Select appropriate merchandise													
M	Complete a merchandise order													
M LA	Verify invoices													
M	Inventory merchandise													
M	Stock, reorder and restock merchandise													

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
M	Control inventory												
M	Handle goods appropriately												
SS M	Calculate product prices												
M	Markup and mark down merchandise												
LA	Use merchandise information in the sale of a product												
SS	Stimulate sales												
M	Calculate the stock-sales ratio												
M	Calculate the break-even point for a business												
M SS	Apply credit principles												
SS	Prevent shoplifting												
* +	Identify careers in merchandising												
	<u>CUSTOMER SERVICE</u>												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative Vocational Education II	School Store I	School Store II	Home-Based Business	Entrepreneurship/							
LA	Use terms basic to retailing																
SS	Identify the brand name and trade mark																
SS	Identify functions of product packaging																
SS LA	Use product knowledge in making a sale																
	Package customer purchases																
M	Handle lay-away sales																
M	Process customer exchanges																
LA	Respond to a customer complaint appropriately																
	Package merchandise for return to wholesaler																
LA M	Place orders using store catalogs and special request forms																
	<u>SALESMANSHIP</u>																
LA	Identify important skills of selling																

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
LA	Identify the steps of a sale												
LA SS	Promote products and services												
LA SS	Determine customer buying motives												
LA	Use a personal sales style												
SS LA	Use several types of sales approaches												
LA	Sell the merchandise												
LA	Handle customers tactfully												
LA	Deal effectively with customer objections												
LA	Process mail and telephone orders												
	<u>STORE/BUSINESS MANAGEMENT</u>												
SS LA	Identify the steps in starting a business												
SS M	Locate the business												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	Cooperative School Store I	School Store II	Home-Based Business	Entrepreneurship/					
Competencies	M SS	Design the space needed for a business												
	SS	Apply the regulations governing new or home-based businesses												
	SS	Understand laws governing business transactions												
	SS M	Identify how to borrow money for a business												
	SS	Understand insurance												
	SS	Understand managerial functions and principles												
	SS	Identify major areas of retailing												
	SS	Understand union and non-union involvement in a company												
	LA	Advertise, hire and train new employees												
	SS LA	Use appropriate management style												
	LA	Maintain a pleasant working environment												
	* + LA SS	Follow management policies and procedures												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
* SS	Use the DICE method of problem solving												
LA	Use good planning and organizational skills												
M	Plan job tasks and schedule employees												
LA	Convey directions and instructions to employees												
M	Compute employee costs												
LA	Appraise an employee												
M SS	Receive and process merchandise												
M	Prevent stock shortages												
M	Maintain business records												
SS	Build customer goodwill to help increase sales												
M	Compute business taxes												
M	Authorize a customer's check												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education II	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
LA	Handle customer exchanges												
M	Process business credit card transactions												
M	Record and disburse refunds												
M	Fill out a deposit form												
	<u>DISPLAY MERCHANDISING</u>												
LA	Identify the principles and patterns of display												
SS LA	Plan displays												
LA	Create signs and selling aids												
M	Set up counter/window/interior displays												
	Use the basic types and props of display												
SS LA	Use displays effectively												
	Perform display housekeeping												

Recommended Competencies by Course Offerings		Marketing I	Marketing II	Vocational Education I	Cooperative Vocational Education I	School Store I	School Store II	Home-Based Business	Entrepreneurship/				
Competencies													
	<u>ADVERTISING</u>												
SS	Analyze the major purposes of advertising												
SS	Identify various types of media												
M	Identify costs of radio, television and print advertising												
SS LA	Identify types of sales promotion												
LA	Identify parts of a printed advertisement												
LA SS	Analyze advertisements												
LA	Plan an ad layout												
	Prepare an ad layout												
M	Compute advertising costs												
LA	Prepare sales scripts												
LA SS	Plan a business promotion												

VI
Sample
Skills Card

Sample Skills Card

This section of the guide provides teachers with an example format of an instrument for evaluating the effectiveness of instruction. The skills record allows teachers to assess competency at four levels of proficiency. Teachers are encouraged to construct their own skills performance record using the competency lists in the curriculum section of this guide.

Instructions for Use

The list of vocational skills/traits was developed from a task analysis of a marketing education competency.

LEVEL CODE KEY:

- 1 Introductory Level: Can do simple parts of task.
Needs to be told/shown how to do most of the task.
Needs extremely close supervision.
- 2 Minimum Level: Can do most parts of the task.
Needs help only with most difficult parts. Needs close supervision.
- 3 Average Level: Can do all parts of task. Needs only spot-check of completed work. Meets local demands for speed and accuracy. Needs moderate job entry supervision.
- 4 Proficiency Level: Can complete task quickly and accurately. Can direct others in how to do the task. Needs little supervision.

DIRECTIONS: The instructor/employer may write, date and initial in appropriate square.

Package Customer Purchases

1 2 3 4

- Inspect returned product
- Repackage returned product
- Record item returned on sales slip
- Assist customer in finding a replacement item

COMMENTS:

VII Suggested Resources

Suggested Resources

This section identifies specific resources and sources for finding instructional materials and supplies for marketing education.

The following source lists have been characterized by media type to facilitate teacher use: resource libraries, publishers of texts and instructional materials, state resources, periodicals, associations, special books and pamphlets and multi-media materials.

The Alaska Department of Education has not formally reviewed nor approved all the resources listed in this section. Teachers are encouraged to preview materials before using them in the classroom.

Resource Libraries

Alaska Vocational Materials Library
Office of Adult and Vocational Education
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465- 2980

- . Business Education Curriculum
- . Business Education Resources
- . Choices & Challenges: A Young Man's and Teen Woman's Journal for Self-Awareness and Personal Planning
- . Cooperative Education and On-The-Job Training Handbook
- . Home-Based Business Resources
- . Local Advisory Committee: Handbook for Vocational Administrators
- . Pre-Employment Competencies Resource Guide

The Library maintains curricula for all vocational areas. Resources are loaned for a two-month review period. There are also many materials which may be purchased from the Library's special collections. Some materials are available free of charge.

The Library's catalog is computerized and may be operated on an Apple Computer using Appleworks software. The catalog may be obtained by sending \$10.00 (please make your check payable to the South East Regional Resource Center) or by sending five blank disks for duplication.

Alaska State Film Library
Juneau Center
P. O. Box G
Juneau, AK 99811
(907) 465-2916

- . A Gift From Mrs. Timm
- . Goodbye Gutenberg
- . How Could That Happen
- . Innocent Bystanders
- . International Operation
- . Kingdom of Moche
- . Soopergoop
- . To Sell or Not to Sell
- . The One Minute Manager
- . The 6 Billion \$\$\$ Sell

Alaska Career Information System
Office of Adult and Vocational Education
Alaska State Department of Education
Box F
Juneau, AK 99811
(907) 465-2980

- . Comprehensive career guidance system developed by Alaskans and for Alaskans seeking occupational and educational opportunities in out of Alaska.

Northwestern Vocational Curriculum
Coordination Center
St. Martin's College
Lacey, WA 98503

- . 10-State regional library of vocational materials. Can be accessed through the Alaska Vocational Materials Library.

National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

- . Marketing & Distributive Education: Review & Synthesis of the Research.
- . Marketing Education: A Future Perspective
- . PACE - A Program for Acquiring Competence in Entrepreneurship
- . Vocational Education Curriculum Materials database of all 50 states. Can be accessed through the Alaska Vocational Materials Library.

Publishers

Academic Press College Division
Orlando, FL 32887

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Bennett & McKnight
A Division of Glencoe Publishing Co.
17337 Ventura Blvd.
Encino, CA 91316

Bobbs-Merrill Company
Macmillan Publishing Company
866 Third Ave.
New York, NY 10022
(212) 697-7050

Business Publications, Inc.
Suite 1121
13773 North Central Expressway
Dallas, TX 75243

Charles E. Merrill Publishing Co.
A Bell & Howell Division
Attention: College Advertising
P.O. Box 508
Columbus, OH 43216
(614)890-1111

Crain Books Division
NTC Business Books
4255 West Touhy Ave.
Lincolnwood, IL 60645
(312) 679-5500

Delmar Publishers Inc.
P.O. Box 15-015
Albany, NY 12212

Fairchild Books & Visuals
7 East 12 Street
New York, NY 10003

Gregg Division/McGraw-Hill Book Co.
8171 Redwood Highway
Novato, CA 94947
(415) 897-5293

Harcourt Brace Jovanovich, Inc.
6277 Sea Harbor Drive
Orlando, FL 32821

Houghton Mifflin Company
777 California Avenue
Palo Alto, CA 94304

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10158

MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Scott, Foresman & Company
630 Weddell Drive
Sunnyvale, CA 94089

South Western Publishing Company
855 California Street
Palo Alto, CA 94304

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

EMC Publishing Co.
Changing Times Education Service
300 York Ave.
St. Paul, MN 55101

West Publishing Company
College Department
P.O. Box 64526
St. Paul, MN 55164

State Resources

Alaska Department of Commerce and
Economic Development
Office of Enterprise
Box D
Juneau, AK 99811
(907) 465-2018

. Establishing a Business in Alaska

Alaska Seafood Marketing Institute
526 Main Street
Juneau, AK 99801
(907) 586-2902

. ASMI-GRAM Newsletter
. Challenge for Excellence (video)
. Competitive Edge (video)
. Fresh and Frozen Salmon - How to
Sell It (video)
. Handle With Care: A Retail
Seafood Quality Primer

Arizona Department of Education Research
Coordinating Unit
1535 W. Jefferson
Phoenix, AZ 85007

. Preparing for Entrepreneurship

Curriculum Development Unit
Office of Vocational Education
2024 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2890

. Cashier-Checker
. Retailing

Curriculum & Instructional
Materials Center (CIMC)
Oklahoma State Department
of Vocational & Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074

. Distributive Education I & II
. Fashion Merchandising
. Learning Activity Packages for
Business Management & Ownership
and Cashier-Checker

Curriculum Publications
Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

- . Entrepreneurship Education
- . Marketing & Distributive Educational Curriculum Guides
- . Microcomputer Applications in Vocational Education: Business, Marketing & Management
- . Occupational Orientation: Business, Marketing & Management Occupations
- . Vocational-Technical Education Consortium of States (V-TECS): Catalogs of Performance Objectives & Curriculum Guides for Marketing & Distributive Ed.

Distributive Education
Materials Lab
115 Townshend Hall
1885 Neil Ave.
The Ohio State University
Columbus, OH 43210

- . Materials for all areas of distributive education

Extension Instruction &
Materials Center (EIMC)
The University of Texas
at Austin
P. O. Box 7218
Austin, TX 78713
(512) 471-7716

- . Advanced Marketing Curriculum
- . Advertising
- . Applied Arithmetic for Distribution
- . Basic Visual Merchandising
- . Business & Personal Services Marketing
- . Career Planning in the Private Enterprise System
- . Checking & Cashiering
- . Color Fundamentals of Marketing
- . Financial Management
- . Fundamentals of Retail Selling
- . Making Basic Math Skills Work for you in Marketing
- . Merchandising
- . Practical Selling
- . Show and Sell

Instructional Materials Laboratory
10 Industrial Education Bldg.
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

- . Business Management & Ownership
- . Buying and Pricing
- . Careers in Marketing
- . Communications
- . Customer Service
- . Economics of Marketing
- . Human Relations in Marketing and Distribution
- . Listed Sources of Reference Materials for Distributive Ed.
- . Mathematics
- . Operating Your Own Business
- . Selling

Interstate Distributive Education
Curriculum Consortium (IDECC)
Ohio State University
1564 West First Ave.
Columbus, OH 43212
(614) 486-6708

- . Learning Activity Packages
for Human Relations, Apparel
& Accessories, Economics &
Marketing, Selling, Mathematics,
and Tourism
- . Marketing: Handbook for the 80's

Kansas Vocational Curriculum Center
Pittsburg State University
Pittsburg, KS 66762
(316) 231-7000

- . Business Management & Ownership
- . Distributive Education I & II
- . Fashion Merchandising

Maryland Vocational Curriculum
Research & Development Center
Attention: Dissemination Unit
University of Maryland
J.M. Patterson Building
College Park, MD 20742
(301) 454-2260

- . Resource Guide to Competency-
Based Vocational Education:
Distributive Education

Michigan Career Education and
Vocational Education
Resource Center
133 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 353-4397

- . Marketing & Distributive
Education
- . The School Store Handbook

Occupational Curriculum
Laboratory
East Texas State University
Commerce, TX 75428
(214) 886-5623

- . Communications
- . Human Relations In Business
- . Managing the Office Employee
- . Managing the Office Environment
- . Math Skills for the Office

Oregon Career Development Center
Marion Education Service District
651 High Street NE Suite 4
Salem, OR 97301

- . Basic Skills in Vocational
Education: Computer Skills,
Mathematics, Reading, Speaking/
Listening and Writing

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

- . Cluster Guides for
Accounting, Marketing and
Office Occupations

Portland Community College
Institute for Community Assistance
12000 SW 49th Ave.
Portland, OR 97219
(503) 244-6111

- . A User's Guide to Educational
Marketing

Publications Unit
Vocational Studies Center
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
(608) 263-4357

- . Achieving Success in Small Business: A Competency-Based Educational Program for Persons Interested in Small Business Ownership
- . E.T.C.-Entrepreneurship Training Components
- . Student teacher modules for: Apparel Store, Bicycle Store, Business & Personal Services, Flower & Plant Store, Specialty Food Store, Innkeeping, and Travel Agency
- . Steps to Starting a Small Business

University of Arkansas
Vocational Education Department
Fayetteville, AR 72701

- . Small Business Ownership Management Entrepreneurship

Periodicals

Alaska Publishing Company
PO Box 102696
Anchorage, AK 99510

- . Alaska Business Monthly

American Academy of Advertising
P.O. Box 3275
Laramie, WY 82071
(307) 766-6108

- . Journal of Advertising

ANNY Publications
230 Park Ave.
New York, NY 10017

- . ANNY (Advertising News of New York)

American Marketing Association
222 S. Riverside Plaza
Chicago, IL 60606

- . Journal of Marketing

Bill Communications, Inc.
633 Third Ave.
New York, NY 10017

- . Sales & Marketing Management: The Magazine of Marketing

Billboard Publications, Inc.
One Astor Plaza
New York, NY 10036

- . Merchandising

Foundation for Student Communication, Inc. Aaron Burr Hall Princeton, NJ 08450	. Business Today (free for students)
Future Business Leaders of America Phi Beta Lambda, Inc. 1908 Association Drive Reston, VA 22091	. Tomorrow's Business Leader
Howard P. Hudson & Mart E. Hudson 2626 Pennsylvania Ave. NW Washington, DC 20037	. Public Relations Quarterly
Inc. Publishing Corporation PO Box 2538 Boulder, CO 80322	. Inc. Magazine
McGraw-Hill Book. Co. Inc. 1221 Ave. of the Americas New York, NY 10020	. Business Week
National Assn. of Business Economists 28349 Chagrin Blvd. Suite 201 Cleveland, OH 44122	. Business Economics
National Business Education Association 1914 Association Drive Reston, Virginia 22091	. Business Education Forum
Superintendent of Documents U. S. Government Printing Office Washington, DC 20402	. Consumer Price Index Detailed Report
Times Publishing Company 407 Gilbert Ave. Cincinnati OH 45202	. Visual Merchandising
West Virginia University Bureau of Business Research Morgantown, WV 26506	. Journal of Small Business Management

Associations

American Advertising Federation
1225 Connecticut Ave. NW
Washington, DC 20036
(202) 659-1800

- . Information on publications & services for educators

American Association for Instructional Materials (AAVIM)
120 Driftmeir Engineering Center
Athens, GA 30602
(404) 542-2586

- . Performance-Based Teacher Education Modules: Category M: Assisting Students in Improving Their Basic Skills
- . Vocational Competency Measures Tests for Apparel Sales, Fabric Sales & Grocery Clerk

American Association of Advertising Agencies
200 Park Ave.
New York, NY 10017

- . Information on careers in Advertising

American Marketing Association
250 S. Walker Drive Suite 200
Chicago, IL 60606
(312) 648-0536

- . Extensive collections on Marketing
- . Journal of Marketing
- . Marketing News

American Retail Federation
1616 H St. NW
Washington, DC 20006
(202) 783-7971

- . Information on publications and services for educators

American Vocational Association
1410 King Street
Alexandria, VA 22314

- . Getting Along on the Job
- . The Development of Standards for Secondary Distributive Education Programs

American Society of Professional Salesmen
1050 17th Street NW Suite 490
Washington, DC 20036
(202) 659-2616

- . Information on publications & services for educators

Direct Selling Association
1625 Eye St. NW
Washington, DC 20006
(202) 785-2060

- . Information on publications & services for educators

Distributive Education Clubs of America Inc. (DECA)
1908 Association Drive
Reston, VA 22091
(703) 860-5000

- . A Guide For DECA Chapter Officers
- . A Program of Action
- . DECA Handbook

Marketing & Distributive Education
Association (MDEA)
1908 Association Drive
Reston, VA 22091
(703) 476-4299

. Marketing Educator's News

National Association of Wholesale
Distributors
1725 K Street NW
Washington, DC 20006

. Information on Wholesale
Selling

National Business Education
Association
1914 Association Drive
Reston, VA 22091

. Standards For Excellence in
Business Education

Retail Clerks International Union
Suffridge Bldg
1775 K St. NW
Washington, DC 20006
(202) 223-3111

. Information on publications &
services for educators

Office Education Association
5454 Cleveland Ave
Columbus, OH 43229
(614) 895-7277

. Advisor's Newsletter
. Competitive Events Guidelines
. Leadership Development Series

Sales & Marketing Executives
International
Student Education Division
300 Lexington Avenue
New York, NY 10001

. Information on careers in Sales

Special Books/Pamphlets

A Wiley-Interscience Publication
John Wiley & Sons
605 Third Ave.
Dept. 0194 JOM
New York, NY 10158

. Where to Find Business
Information: A Worldwide
Guide for Everyone Who
Needs the Answers to
Business Questions

Berkeley Books
200 Madison Ave.
New York, NY 10016
(212) 686-9820

. The One-Minute Manager

Cooperative Extension Service
Statewide Office
University of Alaska
303 Tanana Drive
Fairbanks, AK 99701

- . Alaska's Agricultural Potential
- . Community Evaluations For Economic Development
- . Economic Interrelationships within Alaska's Developing Agricultural Industry
- . Getting Started in Farming on a Small Scale
- . How To Analyze an Investment in Farmland
- . Marketing the Uniqueness of Small Towns
- . Organizing Your Home Business Center
- . Planning For Rural Industry
- . Resources Required to Enter Grain Farming
- . Sharpening Two Skills Important in Making Decisions About Money
- . To Grow or Not To Grow: Questions About Economic Development

Jane Taylor Wilson
800 Roberto Ave.
Santa Barbara, CA 93109

- . Leadership Alive: A Handbook of Exercises & Resources for Leadership Development

Prentice-Hall, Inc
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